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Guidance and Industrial Education Bureau of the Buffalo Chamber of Commerce, Buffalo, New York. The purpose of the book, as stated by its author, is "to provide a summary of the available information relating to the conditions for admission to gainful occupations and to present in suggestive forms the methods by which workers may advance themselves. No claim is made for scientific accuracy or completeness." With the spread of vocational guidance the literature on the subject will no doubt greatly increase in value. At present the public must be content with efforts such as the publication of this book presents.

E. E. LEWIS

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Principles of Character Making. By ARTHUR HOLMES. Philadelphia: J. B. Lippincott Co. Pp. 336.

This book is a worthy contribution to the literature of a subject which seems to be full of promise for the early future. Its brief introduction by the editor of the series states the aim of a republic to have its citizens feel their civic, social, vocational, and moral obligations toward the body politic. Recognizing the paramount importance of character-making as an end of school work, the author presents the subject of child-training from the genetic point of view, and sets forth with scientific accuracy the commonly accepted principles of physiological psychology applicable to moral training and moral instruction. Of especial worth are his chapters devoted to "Instincts"; "The Making and Breaking of Habits"; "The Impulses and Ideals of Youth"; and the last chapter of some forty pages, "The Psychological Basis of Moral Education." Indeed the first eleven of the twelve chapters of the book seem to have been written to give the lay reader a background of general modern psychology, in the light of which the principles underlying moral education, as stated in this chapter, may be understood.

The volume is so full of little errors of a grammatical, rhetorical, or typographical nature as to suggest unwarranted haste in its preparation. E.g., "doctrine of transmission by acquired characteristics of heredity," p. 108; "Games have their incubation period, their development, and their *convalescence*," p. 151; "Men begin to name us 'good' or 'bad,' 'selfish' or 'unselfish,' 'noble' or 'ignoble,' a '*patriot*' or a '*parasite*,'" p. 170; "*pantasmogoria* of sensations," p. 173; "*inexplicability*," p. 175; "in a preliminary *phenomena*," p. 213; "Terrible it would be if notions of vice *can* be tricked out . . .," p. 226; "Whatever, therefore, *that* is to be taught," p. 322, etc.

The student of psychology will find nothing new in the book, but he will find much that ought to make more rational the treatment of children by the parent or teacher who seeks to develop their moral nature rather than to impose upon them moral codes good for adults but foreign to the life of the child in his particular stage of evolution.

E. O. ENGLEMAN

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